hookup were physical sexual demand men and women (85.5% vs. 81.4%), seeking for excitement (40.8% vs. 39.0%), emotional dependence (31.8% vs. 41.8%), and only half of those used condoms. Reviewing articles disclosed the underlying reasons of unsafe sexual behavior of college students were that they didn't really have an understanding of sexual knowledge because it was not a major subject of examination and schools were not supposed to be the main institution to teach it. The internet and the media were sources of constructive knowledge, attitudes, behavioral judgment, and internet pornography had an exemplary role for college students. Finally, online dating tends to simplify sexual intercourse and the attitude is getting more open as students grow older. In Taiwan, sexuality education focused strongly on prevention of sexually diseases and on sexual behaviors of adolescents rather than on emotional presentation, communication, and self-protective skills. Therefore, future sexuality education should emphasize intimate relationship, healthy love values, and extend the education to community.

Keywords: hookup, sexuality education, Taiwan
Conflict of Interest and Disclosure Statement: None.

PORNOGRAPHY AS A SOURCE OF EDUCATION ABOUT SEX AND SEXUALITY AMONG A SAMPLE OF 15–29 YEAR OLD AUSTRALIANS

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Introduction & purpose: Most young Australians are exposed to online pornography by the age of 16. Little is known of the impact of this on their sexual development and health. In this study we explored how young people use pornography as a source of education and information about sex, and the impact of this on their sexual development and health.
Population & sample: 1029 young Australians (15–29 years), recruited via Facebook, completed an online survey in which 10 questions related to pornography.
Method: Those who had ever viewed pornography (n=856) were asked the open-ended question 'How has pornography influenced your life?'. Qualitative responses (n=734) were thematically analysed.
Findings & discussion: Results showed many participants saw pornography as a form of sexual education, by providing a first opportunity to "see genitals" and the "mechanics of sex". Others used pornography to find "new positions" and "techniques" to practice in real life. Some found this education "helpful" and "liberating"; others noted it created problems in sexual expectations. Exposure to pornography both consciously and subconsciously influenced the development of sexual identities and preferences for many respondents. Viewing pornography had an impact on expectations of sex, pleasure, identity and on body image. For some this occurred as a result of a sexual partner's expectations; however, for many this was a result of their own exposure. Many had a complex relationship with pornography, simultaneously recognising its utility for learning about sex and its negative impacts on their sexuality and wellbeing. The data illustrate the various ways in which pornography acts as a source of sex education for young people, particularly in the context of inadequate formal sex education.
Recommendations: These findings provide new insights into pornography's impact on young people's sexuality and support the need for future research and education.

Keywords: pornography, adolescents, sex education
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DISCUSSION ON THE APPLICATION OF SEXUALITY EDUCATION'S FLIPPED EDUCATION IN CHINESE COLLEGE STUDENTS

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Introduction: Flipped education is an increasingly popular teaching model developed in the United States, whereby students first explore learning material individually, often through technological tools like teacher-created lectures on video and searching YouTube and Google sources, and then come to group sessions, in classroom settings, where the teacher guides the students through applications, exercises and discussion. This presentation describes the application of approach with college students in China in teaching sexuality education.
Method: The teacher, a native Chinese psychiatrist and internationally recognized sexuality expert, is the first author of this paper. The students are 90 Chinese undergraduates attending the City University of New York (CUNY) and the State University of New York (SUNY). Classes were taught in Chinese. Two topics of sexuality education were selected from lessons in the American textbook "Human Sexuality", used in university curricula: Lesson 13 on "Sexual orientation: gay, straight, bisexuality?" and Lesson 14 on "Variations in sexual behaviour". Based on the written material, videos and pre-pared course lecture material were prepared by the teacher. Based on the flipped education model, students were then given homework to watch these materials at home and then to come to the classroom sessions with teachers to engage in dialogue and discussions. Students were then asked to report their experience to the teacher in unstructured interviews.
Results: Collation of the reports of the students about their experience suggest that: (1) the "flipped classroom" is a valuable model for teaching sexuality education in Chinese; (2) students using the flipped model show initiative in learning sexuality material and "absorb" the learning material about sexuality efficiently initially at home, and the subsequent classroom discussion allows students to further "absorb" the learning material about sexuality; (3) in the flipped learning model that creates a role reversal whereby the teacher is transformed from the traditional "knowledge transmitter" into the "teaching producer" through developing teaching materials, sexuality education, teachers can develop higher literacy of sexuality material and increased skills associated with preparing instructional videos about sexuality.
Conclusion: The use of the flipped education model in sexuality education can stimulate students' initiative, leading to effective learning. Further applications of this model and structured assessments would be helpful in establishing effectiveness. The future of sexuality education is evolving, including increasing use of technology tools, and new teaching modes including "flipped education" that empowers students and reverses traditional pedagogical techniques.

Keywords: sexuality education, flipped education, human sexuality, sexuality videos
Conflict of Interest and Disclosure Statement: None.

EXPERIENCE REPORT OF HEALTH PROFESSIONAL TRAINING FOR TRANSGENDER HEALTHCARE

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Adherence to health services and treatments are influenced by a welcoming environment, which respects the dignity and rights of the service users. However, transgender individuals often report dissatisfaction regarding healthcare services due to prejudice, and unprepared professionals.

Aiming to contribute to discussions concerning training, awareness, and integration of the transdisciplinary team responsible for transgender healthcare, we report our experience from the health professionals' training, which was a requirement to work at the UNIFESP transgender healthcare clinic.

Two training groups were set up restricted to professionals interested in working in the service that had previously attended the monthly team meetings held during the past eighteen months.

Each group had a three-hour session with psychodramatic activities and discussed issues on "dreaded scenes" (possible difficult situations to deal with), empathy, professional practice regarding transgender health, limitations, and potentialities of the health service, among other related topics. Twenty-one health professionals were trained to work at the transgender healthcare clinic.

The discussions were proven beneficial, both for the forthcoming sessions and for structuring the healthcare clinic routine. Interaction and engagement within the groups were promoted by role-playing techniques, as well as by democratic discussions in which everyone had moments of speaking and listening. The experience of exchanging roles enabled the emergence and discussion of multiple demands, vital aspects for the understanding and establishing transdisciplinary teamwork. The success of the activities depended on the interaction among participants that all knew each other, the previous theoretical knowledge and the role exchanging experienced between health professionals and transgender individuals, promoting empathy. This strategy is recommended complementarily to theoretical training.

We based our training on the Transsexuality and Travestitlity, a publication of the Brazilian Ministry of Health (2015), and psychodrama authors as Jacob Levy Moreno (1975), Lazslo Antonio Avila (1999) and Wilson Castelo Almeida (2006).

Keywords: transsexuality and travestitlity, professional training for transgender healthcare, transdisciplinary teamwork

Conflict of Interest and Disclosure Statement: None.

OSUNALITY FOR SEXUALITY EDUCATORS, CLINICIANS, RESEARCHERS AND ADVOCATES

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Osunality is an empowering, post-colonial, sex-positive/critical, African-centered paradigm. Osunality supports diversity in sensuality and eroticism, inclusive of all forms of sexual pleasure (Nzegwu, 2010). Osunality education can inspire students to think critically, increase understanding of post-colonial sexualities, African sexosophy, non-phallocentric views of sex and empowering views of ethnic female genital modifications (EFGM) or "sculpting the erotic body." The purpose of this research and osunality education is to increase sexual multiepistemic literacy. In other words, the purpose is to make available multiple ways of understanding knowledge and interpretations of topics surrounding sexualities.

(Auto)ethnographic data were collected in Salvador da Bahia, Brazil, through direct observation of a ceremony for Oxum, and through reflections on 11 interviews with practitioners of Candomblé, an Afro-Brazilian religion. The decolonizing autoethnography (Diversi & Moreia, 2009) methodology was used in order to address the specific issues surrounding negative effects of colonialism relating to sexuality. This approach to research seeks to describe and systematically analyze personal experience in order to understand cultural experience.

The results of this decolonizing autoethnography are summarized through the process of auto-sexual-decolonization, or the utilization of self-love (autosexuality) to undo negative effects of colonialism which go through the following phases: (a) recognition (b) deconstruction and reconstruction (c) sexual decolonization (d) sexual praxis (e) empowerment (f) rebirth and (g) spiritualities. Osunality served as a catalyst for emancipation from the bondage of cisheteropatriarchy and inspired sensual liberation. Implications of the findings include increased awareness of sexual colonialism, sexual decolonization, non-phallocentric views of "sex," and autosexuality. Sexual pluralism without hierarchy can celebrate the diversity of sexual knowledge, without privileging one kind of knowledge system above another or asserting that one perspective is more valid than another.

Recommendations for sexuality clinician, educators and researchers include suggestions to decolonize their respected fields in order to ensure epistemic justice and diversity.

Keywords: sexuality, sensuality, post-colonial

Conflict of Interest and Disclosure Statement: None.

EVALUATION OF SEXUALITY EDUCATION FOR YOUNG NEWCOMERS IN SWEDEN

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Introduction: All people have the right to comprehensive sexuality education. For newcomers this right is often not accommodated. In Sweden this is sometimes caused by a lack of tools among professionals. Due to lacking previous sexuality education and language proficiency, sexuality education for newcomers/migrants needs to be adapted.

Action: The Swedish Association for Sexuality Education (RFSU) have accommodated these needs through the pedagogical material *Sexuality education in simpler Swedish,* used in schools and homes for unaccompanied minors. The material combines sexuality and Swedish education with a non-discriminatory approach concerning preconceptions of sexuality and culture.

Outcome: During 2016 the methods were evaluated through two studies, where participants from the educations were interviewed. The evaluation has found a significant increase of knowledge among the participants, as well as increased communication skills about sexuality. It has also led to an increased sense of empowerment in relation to relationships, identity and sexuality. Additionally, it found that the participants became more familiar with the Swedish care system. RFSUs sexpositive approach contributed to increased openness towards speaking about the issues. Additional outcomes include lessened concerns and worry about their sexual health, and probable decreased sexual risk-taking, and −violence.

Discussion & recommendations: There is a need for directed efforts to reach newcomers with *adapted, inclusive* methods for sexuality education, i.e. repetitive sessions in simpler language, with a sexpositive approach. RFSU recommends cumulative efforts in schools, homes for unaccompanied minors and other arenas where newcomers are found.When training professionals in comprehensive sexuality education discussions about preconceptions concerning culture and sexuality are imperative, in order to foster a non-discriminatory approach.

Citation of supporting literature

Splitvision Research, May 2016. "Etnografisk utvärdering av RFSUs utbildningsinsats 'Sexualundervisning på lättare svenska'" and November 2016; "Samtalen som gör skillnad"

Ward; Taylor, 1992. "Sexuality education for immigrant and minority students. Developing a culturally appropriate curriculum."

Keywords: sexuality education, migrants, evaluated method

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SEXUAL AROUSAL BY DOMINANCE AND SUBMISSION REPRESENTS MATING STRATEGY

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Introduction & objectives: The origin of sexual arousal by dominance and submissiveness has not been clearly explained. We suggest it is rather an overstated behavioral strategy ("inborn mechanism that increases the reproductive success"). This study scrutinizes the hypothesis that sexual arousal by hierarchical disparity is a manifestation of mating strategy by comparing number of offspring and self-reported attractiveness of the study participants.